



### STATEMENT OF AIMS:

We are committed to providing appropriate provision of support and resources for pupils and children centre users for whom English is an additional language and to raise the achievement of ethnic minority pupils and children centre users (**EMAG**) who are at risk of underachieving. We will identify individual pupil's needs, acknowledge the skills they bring to the school and centre to ensure equality of access to the curriculum.

We aim to ensure that all EAL and EMAG pupils and children centre users are able to:

- use English confidently and competently
- use English as a means of learning across the curriculum
- Where appropriate, make use of their knowledge of other languages and cultures.

### SCHOOL CONTEXT

At the time this policy was reviewed, the school context was:

- 29 languages spoken by pupils
- 78% of pupils have a home language in addition to English
- 163 pupils are identified as needing EAL support, with Stages of English Fluency Stages A-D with a total of 173 pupils at stages A-E

### CHILDREN'S CENTRE CONTEXT

At the time this policy was reviewed, the Children's Centre context was:

- 10 languages spoken by families
- 28% of children have a home language in addition to English

### **School/class ethos**

- Classrooms need to be socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities
- Recognise the child's mother tongue; boost the child's self-esteem. Remember, he/she has the potential to become a bi-lingual adult
- Identify the pupil's strengths and encouraging them to transfer their knowledge, skills and understanding of one language to another
- Recognise that pupils with English as an additional language will need more time to process and answer both orally and in written format.

## KEY PRINCIPLES FOR ADDITIONAL LANGUAGE LEARNING

Language is central to our identity. Therefore, teachers need to be aware of the importance of pupils' and children centre users home languages and to build on their existing knowledge and skills. Language develops best when used in purposeful contexts.

The demands in terms of language within each subject is identified and used to aid planning for all levels of learning. All adults involved in teaching / support have a crucial role in modelling the correct use of language. A distinction is made between EAL and Special Educational Needs (SEN), although every effort is made to ensure that EAL pupils who also show signs of SEN, are identified early.

- Extra time and support in exams will be awarded if appropriate
- Providing and targeting appropriate reading materials that highlight different ways in which English may be used
- Allow pupils to use their mother tongue to explore concepts
- Give newly arrived young children time to absorb English (there is a recognised 'silent period' when children understand more English than they use – this will pass if their self-confidence is maintained)
- Group children to ensure that EAL pupils hear good models of English
- Use collaborative learning techniques
- Ensure that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms
- Explain how speaking and writing in English are structured for different purposes across a range of subjects
- Ensure that there are effective opportunities for talking, and that talking is used to support writing

## TEACHING AND LEARNING

The school has developed a system whereby teaching staff share appropriate planning with attached support staff. Plans will identify learning needs and provide differentiated opportunities matched to individual EAL pupils' needs. Classroom and centre activities have clear learning objectives and appropriate support and resources are deployed to ensure that pupils are able to participate in all lessons and centre services.

## STRATEGIES

Staff use a variety of support strategies to ensure access to the curriculum for EAL learners:

- Specific group work for targeted pupils and children centre users using programmes such as Success For All (SFA) EAL programme and booster groups
- Collaborative group work
- Effective role models for speaking, reading and writing; staff, parents and peers
- Bilingual resources such as cultural and dual-language reading books, dictionaries, ICT programs and bilingual staff and peers.
- Further support for language development is provided outside the formal curriculum; in collective worship, after-school clubs, musical opportunities, homework club and the children's centre.
- Building on children's experiences of language at home, and in the wider community, so that their developing use of English and of other languages support each other
- Providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults
- Providing support to extend vocabulary
- Providing a variety of writing in the children's home language as well as in English, according to their needs
- Providing opportunities for children to hear their home languages as well as English and as appropriate
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### **Access and support**

- All pupils will follow the full school curriculum. The school will provide texts and resources that suit the pupils' ages and levels of learning
- Where appropriate, EAL pupils will be supported by a Teaching Assistant in the classroom to enable the pupil to complete tasks with understanding.
- Where necessary, for older children or for those who are functioning at one or more levels behind that which could be expected for their age and time in

school, withdrawal support will take place for a set period of time to address specific language or learning focus

## PLANNING, MONITORING AND EVALUATION

At the initial induction, information is gathered about a new pupil's and children's centre user's linguistic background and competence in other languages, previous schooling and family background.

The pupil's and children centre user's level of English is identified with reference to the 'Proficiency of EAL Learners in Lambeth' document and, after a further period of assessment, base line levels will be given, if appropriate.

Whilst account is taken of EAL development, the school and centre aims to set appropriate and challenging targets for all pupils and children centre users. These are reviewed termly.

## SEN AND ABLE, GIFTED AND TALENTED PUPILS AND CHILDREN'S CENTRE USERS

At St Stephen's C of E Primary School and Children's Centre we are aware that the majority of EAL pupils needing additional support do not have SEN needs but, should such needs be identified during assessment, EAL pupils will have equal access to SEN provision.

Similarly, staff will be vigilant in identifying EAL pupils and children centre users who are able, gifted or talented – even though they may not be fully fluent in English – and will ensure that they access appropriate programmes of support to encourage excellence.

## ASSESSMENT AND RECORD KEEPING

Class teachers liaise with relevant staff to discuss pupil progress, needs and targets. School and Centre data includes tracking progress of individual pupils. This is used to inform staff on the progress of EAL children and to identify trends in the achievement of specific groups.

## RESOURCES

A range of resources and programmes are used to support pupils' and children centre user's linguistic development and support staff are timetabled to deliver this to

individuals or small groups as appropriate. In addition, support staff give extra in-class support throughout the school.

Displays, classroom resources and assessment materials reflect the linguistic and cultural diversity of the school and centre.

### PARENTS/CARERS AND WIDER COMMUNITY

In communicating with our parents / carers and wider community, we:

- aim to provide a welcoming admission process for the induction, assessment and support of newly arrived pupils and their families and carers.
- take account of parents/carers linguistic, cultural and religious backgrounds when planning the curriculum and developing home-school/centre links
- aim to ensure that our written and spoken communication with families is effective through the use of plain English, translators and interpreters.
- Offer family learning and ESOL classes for parents to develop their English.

### STAFF DEVELOPMENT

The school and centre will enable all teaching and support staff to undertake professional development to ensure that provision for EAL pupils and children centre users is appropriately delivered and coordinated.

### REVIEW AND EVALUATION OF POLICY

School and centre data will include relevant information on EAL pupils, and children centre users including needs, level of English, support, achievement and progress. This will enable the monitoring of targets.

This policy will be reviewed and, if necessary, revised annually.

Agreed by Governors



(Chair Signature):



Date Signed: 14<sup>th</sup> November 2017

Policy Due for Review: September 2018

